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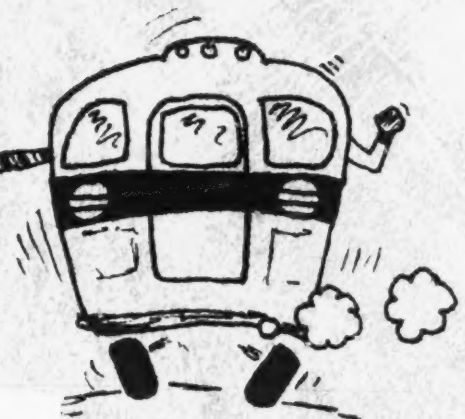
ABSTRACT

One of a series of guides for preschool teachers and aides, the book offers a Head Start curriculum guide to help achieve goals regarding social behavior, general attitudes, academic skills, health, and parent development. Information on curriculum is divided into areas of bloc time outline, classroom arrangement, building concepts (such as classification, number and space, seriation, language, and references), and arts and crafts. Equipment and materials and field trips are also outlined. Additional chapters are included on health services, supportive services, parent involvement, role and function of the educational aide, records, program evaluation, inter-staff relations, and volunteers. (LH)

HEAD START

CURRICULUM

GUIDE



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WARREN CITY SCHOOLS
WARREN, OHIO
OFFICE OF FEDERAL PROGRAMS

Warren City Schools
Warren, Ohio
Office of Assistance Programs

For Your Information:

It is a pleasure for us to acknowledge that the salary of the personnel involved in the development of this guide and its publication were funded by the Ohio State Disadvantaged Pupil Program. We are grateful to the O.S.D.P.P. for this and many other services most helpful to disadvantaged boys and girls.

Sincerely,

William E. Brobst
Director
Office of Assistance Programs

WEB:geb

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Warren, Ohio
Office of Federal Programs

July, 1971

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Clare Coe Smith, Chairman

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PREFACE

Since 1965 federal and state funds have become available to the Warren City Schools, as they have to other school systems throughout the state and nation. These funds have made it possible for Warren to establish supportive programs which are designed to reduce the educational achievement gap and to increase the child's readiness to enter the regular kindergarten program.

There has been a felt need for some time on the part of teachers and aides who implement these programs for written guides to assist new people coming into the programs as well as giving direction to those who have participated over a period of several years. The pressure to design and implement new programs has been so great that not until the summer of 1971 could we fulfill this need.

There have been four guides developed in addition to this one in the areas of primary concern to federal and state programs. The five guides are:

Head Start Curriculum Guides
Head Start-Kindergarten Educational Aides Guides
Diagnostic Reading Teacher's Guides
Word Analysis Educational Aides Guides
Instructional Media Center Clerks Guides

It is worthwhile noting that the Office of Federal Programs feels three great responsibilities in relation to developing programs, first is close coordination with the total educational program of the City Schools and secondly a close coordination among federal and state programs to avoid duplication and overlap. Thirdly, it is important to involve both educators and lay people in the planning and evaluation of programs.

William E. Brobst
Supervisor of Federal Programs

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RATIONALE

During the past decade, there has been a re-discovery and re-emphasis on pre-school education. A great deal of this emphasis is based upon research that documents the many disadvantages that are associated with poverty. Sociologists, educators and psychologists have found that the children of poverty are frequently handicapped when they enter school. The gap between the advantaged and the disadvantaged child tends to broaden with each passing year in school. Consequently, schools have frequently taken the position that pre-school programs are essential to provide a broad experiential background for economically disadvantaged children.

Among the goals of the Warren City School's Pre-School Program are:

SOCIAL BEHAVIOR

Learn to live effectively with other children and to value one's rights and the rights of others.

Develop self-identity and a view of self as having competence and worth.

Strengthen inner emotional controls and develop greater self-discipline.

GENERAL ATTITUDES

Develop positive attitudes toward school.
Realize many opportunities to strive and to succeed physically, intellectually and socially.

ACADEMIC SKILLS

Develop and widen language skills, both listening and speaking.
Understand quantative ideas as they relate to experience.
Increase perceptual abilities.
Effectively communicate ideas and feelings.

HEALTH FACTORS

Detect and eliminate negative health factors that could prevent learning.
Achieve and maintain physical well-being.

PARENT DEVELOPMENT

Encourage parents to become an integral part of the Head Start Program; so that through their own involvement they may enrich the growth and development of their children and themselves.

CURRICULUM

The Head Start curriculum is organized around the idea of giving the children "selective educational experiences". The program is planned to help prepare children to meet the demands of later school experience, as well as enrich the lives of four year olds. Emphasis is put on helping the child see himself as a person of worth, able to cope successfully with his environment and to use the resources in it. Improving the child's competence in using language, broadening his range of experiences, and strengthening his skills in perceiving and organizing perceptions are also goals of the program.

The Head Start Center is a place for activity. Young children must see, feel, touch, taste, and hear if they are to learn. Much of the teaching is done indirectly with the teacher providing the materials, experiences, enthusiasm and understanding. There is a need for a cognitive-oriented curriculum for this age group. There is a need for order and structure to the day. Some directed teaching is done with the whole group especially in language development. The envisioned result of the Head Start Program is a complete early learning environment filled with thinking, happy children.

The following bloc time outline for the day is suggested. It should be understood that this is an extremely flexible schedule that can be adjusted to each group, physical location and teacher. Teachers will want to draw upon their own experiences and resourcefulness when planning individual class schedules. The heart of good education is a well developed program and a teacher who can adapt the program to meet the particular individual needs of the children.

SUGGESTED SCHEDULE

A.M.

8:30	Planning for A.M.	Outline Educational Aide's responsibilities Prepare materials Develop goals for individuals and class Develop techniques for implementation of goals
9:00	Bus arrival	Adult greets each child at door Care of wraps Informal conversation
	Beginning the Day	Together time - Recalling yesterday Planning for today
9:15	Snack	Lavatory, health habits, courtesy, group living
9:30	Language Activities	Peabody Language Development Series Audio-Visual (film strips) film, records, etc. Other specific teacher-directed activities
10:00	Creative and Exploratory Activities	Art materials; paint, finger paint, paper, crayons, chalk, scissors, clay Other manipulative materials; puzzles, games, blocks, sand, water play, woodwork and tools, science experiences Music and Rhythms: Songs, rhythmic activities, rhythm instruments, records

10:00 (Continued)		Creative dramatics: storytelling, poetry, playing stories, puppetry, finger plays Housekeeping and doll corner Book center Outdoor play and walks, motor skills, observation, safety rules, independence, courtesy
11:00	Clean Up Time	Responsibility for self and others, orderliness, neatness, organization, courtesy and group living
	Preparation for Lunch	Lavatory, health habits, courtesy, group living Informal conversation
11:15	Lunch	Exploring foods, by taste, smell and texture Personal evaluation of likes and dislikes Courtesy, group living, informal conversation Child oriented clean-up
11:45	End of Day	Together time - Recalling today Planning for tomorrow
	Ready to go Home Time	Wraps Thanks to take home (Notes, created "things", approval of teacher and aide for a day well spent
12:00	Bus Departure	

P. M.

12:00	Bus Arrival	Adult greets each child at door Care of wraps Informal conversation
12:15	Preparation for Lunch	Lavatory, health habits, courtesy, group living, responsibility for self and others Informal conversation
	Lunch	Exploring foods, by taste, smell and texture Personal evaluation of likes and dislikes Courtesy, group living, informal conversation Child oriented clean-up
12:45	Beginning the Day	Together time - Recalling yesterday Planning for today
1:00	Language Activities	Peabody Language Development Series Audio Visual (Films, film strips, records, etc.) Other teacher directed activities
1:30	Creative and Exploratory Activities	Art Materials; paint, finger-paint, paper, crayons, chalk, scissors, clay Other manipulative materials; puzzles and games,

1:30 (Continued)		blocks, water play, sand woodwork and tools, science experiments Music and Rhythms: songs, rhythmic activities, rhythm instruments, records Creative Dramatics: story telling, poetry, playing stories, puppetry, finger plays Housekeeping and doll corner Book Center Outdoor play and walks; motor skills, observation safety rules, independence, courtesy
2:30	Clean Up Time	Responsibility for self and others, orderliness, neatness, organization, courtesy and group living
	Preparation for Snacks	Lavatory, health habits, courtesy, group living
2:45	End of Day	Together Time - Recalling the Day Planning for tomorrow
	Ready to go Home Time	Wraps. Thanks to take home (notes, created "things", approval of teacher and aide for a day well spent
3:00	Bus Departure	
3:00-3:30	Planning (for P. M.)	Outline Educational Aide's responsibilities Prepare materials Develop goals for individuals and class Develop techniques for implementing these goals

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CLASSROOM ARRANGEMENT

The room arrangement sets the climate for learning and must fit the needs of the children involved.

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The room can be divided into areas of specific activity as:

Art	Housekeeping
Music	Table Games
Science	Sand Play
Woodworking	Water Play
Blockbuilding	Food Service and Preparation

Some areas will, for efficiency, remain fairly constant but others may flow into each other. Music and science may be a part of all other areas, for example.

Adequate and convenient "now" storage space must be available for children's daily experiences with order in living and for general efficiency.

Spaces should be provided for children to be alone. Large cardboard boxes, pieces of plywood and large cardboard rolls can be used as "cozy places". Different levels, as low

platforms, boxes, low steps and blocks give a child a different view of his world.

Outside areas can be used for water and sand.

It is important that facilities be of good quality and adaptable to many uses wherever possible. Too much single-purpose furniture is a costly use of space.

Bulletin boards and other displays should be neat and simple. Plan them so that the child's attention is drawn to the item or items displayed, and are at the eye level of the child.

The room should be free of health and fire hazards and all equipment must be well maintained. There must be adequate exits for emergency departures.

It must be remembered that if the learning environment is to be fit for children it must be made to fit children.

BUILDING CONCEPTS

The Cognitive Curriculum is based upon the assumption that a child learns by interaction with the objects and the people in his environment. Many opportunities are provided for the child to physically experience a wide variety of materials and equipment, both by structured and incidental learning. Among the important areas to be developed in the Head Start program are: classification, number and space, seriation, and language. The following charts show suggested recommendations and examples of activities in each of these four cognitive skill areas. A reference page follows where more activities can be located.

COGNITIVE PRE-SCHOOL CURRICULUM

Cognitive Skill Areas	Suggested Recommendations	Example of Activities
CLASSIFICATION Is a basis for the acquisition of number concepts. Is learning to recognize likenesses and differences among objects and to group them on this basis.	Encourage children to investigate the uses and attributes of things: what you can do with them?, where they are found?, how they appear to different senses? Help children to notice and describe similarities and differences among objects. Help children to sort similar objects into groups, both in predetermined ways and in ways the children suggest.	Sort blocks, beads, and other colorful classroom materials according to color and/or shape. Place several objects on a tray such as thread, pins, needles, spool of thread and a banana. Let children name all objects and decide which ones belong together and why which one does not belong. Gather pictures of fruit and vegetables from magazines and paste on 2x3 cards. Let child sort pictures into separate piles. Also use pictures of flowers, toys, ways to travel, etc. Place in center of circle 10 blocks, 8 crayons, 7 brushes or 5 trucks, etc. Have one child pick out an object. Have another child pick out all similar objects.

Cognitive Skill Areas	Suggested Recommendations	Example of Activities
NUMBER and SPACE Is a basis for the acquisition of number concepts. Is learning to explore, to search for and discover quantitative values and interrelations.	Give children sets of objects to arrange and rearrange. Make available free exploration of materials like water, sand, clay. Show children how to compare the number of items in two sets by matching them up in one-to-one correspondence. Help child to match a number to an object as they count, counting each object once and only once.	Counting Games "Five Little Pumpkins" "Ten Little Indians" Ten Pins Calendars Indoor-Outdoor Thermometer Wheels Ask children to push blocks across the floor. Then let them use the wheel barrow to transport the same toys or blocks. Discuss which way was easier and why. One-To-One Matching Members of the family Discuss the members of family and count the members. Even though the members do not look alike, they are a member of a set. Blocks Clay-used for counting Sets of identical objects - Let children suggest and collect objects that are alike.
SERIATION Involves operations upon relations between classes. Order objects or events with respect to one property. Identify the extreme of that property and consider relationships of each succeeding object or event in terms of being "more" than the preceeding and "less" than what is to follow, and to the same degree.	Provide materials which can be arranged in order along some dimension. Help children compare two things along some dimension and to arrange several things in order. Match one ordered set of objects with another.	Large or small arrange puzzle pieces or discs according to size. Use stocking discs. Bell Chorus have children arrange bells in the order of sounds. Hopscotch Mix and Match match articles that belong together. The Postman match numerals on letters to house numbers.

Cognitive Skill Areas	Suggested Recommendations	Example of Activities
LANGUAGE		
Development of speaking and listening skills. Express ideas clearly. Use language competently to contribute to clear thinking and expression.	Converse in a pleasant way with children. Use divergent questions (Questions with many "right" answers). Encourage children to express their ideas in words. Be a model for children in the use of language. Respond to and expand their remarks, but not "correct" them. Help children learn new words for things and relations.	PEABODY LANGUAGE DEVELOPMENT KIT Nursery Rhymes Tapes. Sequence Story Boards. Stories, riddles, poems. Finger Plays. TELL - A - STORY pictures. Imitation sound games. Guess Who? child disguises voice, children guess who is speaking. MATRIX GAMES News Broadcast using "Home-made mike".

REFERENCES

Additional activities may be found in the following books:

Concept and Language Development. A Resource Guide for Teaching Young Children. Cincinnati Public Schools. 1968.

Herr, Selma E., Ph.D. Learning Activities for Reading. Dubuque, Iowa: Wm. C. Brown Company pub., 1970.

Karnes, Merle B. Helping Young Children Develop Language Skills. Washington, D.C.: The Council for Exceptional Children, NEA, 1968.

Orost, Jean H. Threshold TM Early Learning Library Volumes I, II, III. Darien, Conn.: Teachers Publishing Corp., 1970.

Pitcher, Evelyn Goodenough; Lasher, Miriam G., Feinburg, Sylvia; Hammond, Nancy C. Helping Young Children Learn. Columbus: Charles E. Merrill Pub. Co., 1966.

ARTS AND CRAFTS

Young children are naturally curious, uninhibited, inventive and resourceful. Paint, fingerpaint, crayons, chalk, clay, water, and sand provide natural media for creative and artistic expression. The child needs opportunities to explore materials, carry out his/her ideas, develop skills with tools, and solve problems. The teacher should provide a wide range of materials and tools, an attitude of acceptance coupled with encouragement and guidance, and strive for a well-organized space.

Children will use materials creatively and artistically if they are easily accessible, and in sizes that children can manage. Various materials may be made accessible. These may include:

paste	yarn
felt	cotton balls
paper bags	buttons
sponges	fabrics and other discards
brushes	

One of the skills developed in Head Start is that of cutting. The child needs much opportunity for the practice which helps him develop his visual-motor and perceptual skill. This consists of three steps:

1. Free cutting of paper - to get used to cutting and handling the scissors and helps him to develop the hand and finger muscles necessary for keeping the blades of the scissors close together in cutting.
2. Cutting out forms of his own - enables him to express with scissors some of the ideas he has in his mind.
3. Cutting along straight and curving lines (marked in advance) makes it possible for him to cut items that interest him.

After a skill has been introduced as a separate activity, the teacher should plan an activity which makes use of the skill in relation to a simple project. Although the project may be related to other aspects of the curriculum, it may also be an activity which is fun to do or which helps the children to develop an appreciation of some aspect of art. Simple objects of this nature include the following:

Stringing (and eating) cherrios to make a bracelet, with a pipecleaner base.

Dipping string in tempera paint, then pulling the string through a folded piece of paper, opening the sheet to reveal the design. (String may also be dipped in paint and placed on paper, folded, pressed and open for design.)

Blowing bubbles in the sunlight to enjoy their colors and forms.

Blotto painting - drop paint on paper with a brush, folding the paper over and pressing the halves of it together, opening the sheet to see the result and the design created.

Lightly tapping on the finger paint paper with the fingertips ... making a design (flower, house, etc.)

Starch and water mixture -- spread on finger paint paper or shelf paper -- then sprinkle on powder paint and watch the array of colors.

Chalk can be dipped in starch and water or buttermilk. (Muffin pans are good to use for containers.)

Use potato masher to make the designs on paper.

Sandpaper drawing -- draw on large sheets of sandpaper with bright crayons. Children are sensitive to the texture of the paper.

Tin can rollers -- yarn is glued on to cans and rolled in paint -- then onto paper to make designs.

Recipes

Sawdust I

2 cups sawdust 1 tablespoon glue
1 cup flour Hot water or liquid starch

Moisten with water or starch until a modeling consistency is reached. If used for ornaments, string/wires should be placed while being molded. After drying, they may be painted.

Modeling Sawdust

Sawdust
Dry wallpaper paste Water

Add 1 cup wheat paste, flour or dry wallpaper paste to two cups sawdust. Add just enough water to form a thick paste. Mix with hands until a mass can be formed into a ball and not leave excess on hands. Add a small amount of salt as a preservative.

Play Dough I

1/3 cup cornstarch (Argo)
1 cup salt

Beat the mixture and then add ½ cup boiling water and mix. It feels like wallpaper cleaner.

Play Dough II

1 cup salt
cups flour

Add enough water to obtain consistency (proper). 1 Tablespoon Olive Oil for a preservative. Store in a plastic bag or tight container.

Sawdust II

Sawdust
Powder paint Water

Mix powder paint and water to a thin cream consistency. Spread it over sawdust and stir well. Spread on newspaper and dry. Sprinkle over a glued surface - for a textured effect.

Papier Mache

Tear newspaper into ½" wide strips, or shred paper into small pieces. Soak paper in water 24 hours. Squeeze out the excess water and add flour paste, or laundry starch to a good consistency.

Finger Paint (uncooked)

½ cup liquid laundry starch
1 teaspoon powdered or liquid Tempera (add more if needed).
Stir until thoroughly mixed.

Starch for Finger Paint

1 cup laundry starch ½ cup soap flakes
2 quarts boiling water 3 tsps talcum powder

Make a thick, creamy paste of the starch with cold water. Pour boiling water over the mixture and cook until clear, stirring continuously. Remove from heat. Add soap flakes, talcum powder, and oil of cloves or peppermint as a preservative.

Soap Painting - Make a thick paste of real soap flakes and water. Food coloring or paint may be added to the water before soap is added. Children may use this as a finger paint or it may be thinned and used as a liquid paint and applied with the brush.

Paste

Dissolve $\frac{1}{2}$ oz. alum in 1 pint of warm water. Let stand until cold, then add:
Flour, until consistency of cream
$\frac{1}{2}$ teaspoon powdered resin
2 cloves (for fragrance and a preservative)
Bring to a boil, then stir, stirring constantly, until thick and falling away from the pan. Remove the cloves and keep in a cool place.
You may also use $\frac{1}{4}$ cup water
$\frac{1}{2}$ cup flour
Add few drops of Oil of Peppermint or Wintergreen for a preservative.

Deluxe Finger Paint

2 cups boiling water
$\frac{1}{2}$ cup soap flakes
2 tsps glycerine
Vegetable dye

Dissolve the starch in a little cold water. Then add boiling water and stir well until dissolved. Remove from heat, add glycerine and stir. Add dye and stir. This paint will keep indefinitely if stored in a covered jar.

Traffic Light

Use paper milk carton. Cover it with black construction paper and staple on the handle. Let children put 3 circles on all 4 sides. (Red, yellow and green).

Barometer - druggist mix

4 oz. water
1 oz. cobalt chloride
$\frac{1}{2}$ oz. salt
75 grs. calcium chloride
$\frac{1}{4}$ oz. gum arabic

Dip white cloth in and hang on line. Cloth will change colors according to weather. Pink - fair weather. Blue - rain.

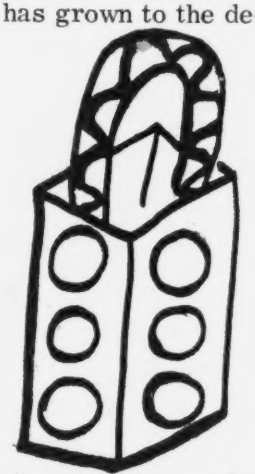
Change Powder Paint To Liquid

8 Tablespoons powder paint
1 teaspoon white library paste
2 Tablespoons liquid starch

Add enough water to give the mixture a consistency of cream or show card paint. To prevent a sour smell, add a little olive oil of cloves, wintergreen or peppermint.

Crystal Garden

Place broken pieces of brick or terra cotta clay in a glass bowl of jar. Pour the following solution over brick:
4 tsps water
1 tsp ammonia
4 tsps bluing
1 tsp mercurochrome
4 tsp salt
Add more of this solution every day until the crystal garden has grown to the desired size.



Leaf People

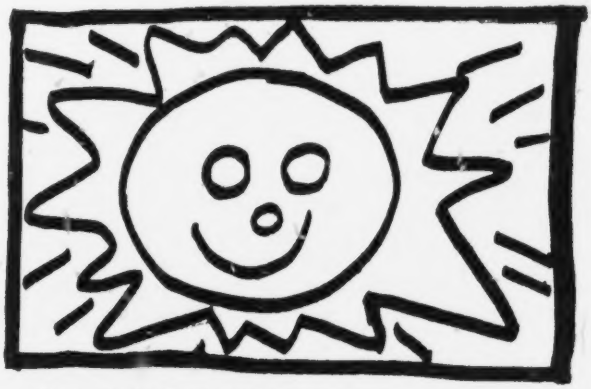
Use real leaf or have the children drawn their own leaf and paste on paper. Draw in the features.

Leaves

When finger paint paper dries, cut out different shapes of leaves that the children have brought in.

Turtle

Use an empty margarine tub. Tape on the lid. Glue 4 detergent bottle caps on. Use paper or pipe cleaner for the tail. Styrofoam ball is used for the head. Decorate as desired.

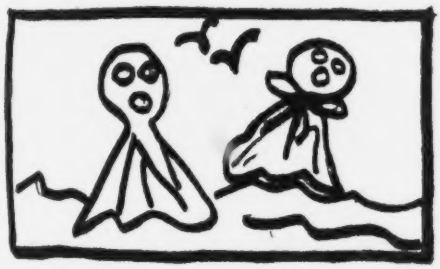


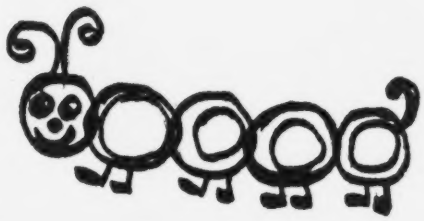
Shoe Polish Painting

Liquid shoe polish with applicators. Use white or black construction paper. Cover work area with newspapers. Have the children draw designs or pictures with applicators as brushes.
(White on black paper - Halloween)

Sand Drawings

Cover the work area with newspapers. Use white glue (Elmer's) to draw the picture or design on the heavy cardboard or paper. Sprinkle sand on paper and allow to dry. Shake off excess sand.





Caterpillars

Use paper chain idea. Chains are not interlocked but glued together on the outside. Paper eyes and antenna are added. Can be decorated with paint or crayons and feet added.

Pretty Posies

Scraps of ribbon, plain or metallic, make colorful flowers for cards and classroom decorations. No scrap is too small. Ribbon may be cut in strips and pasted to paper. The array of colors is delightful and the possibilities unlimited.

Stringing Spools

Materials:

empty spools, any size yarn
tempera paint & brush shellac (if you wish)

Paint your spools bright colors. Shellac (brush or spray) to keep them shiny. Cut a piece of yarn to make sure spools do not slip off, tie a large knot at one end of yarn. String the spools and small beads or buttons. This makes a nice necklace or belt.

Apple Santa

Red apple Cloves
Marshmallows Cotton
Red Gum Drops

Stick a tooth pick in the top of a red apple. Slip a marshmallow over it, to make Santa's head. Place a red gum drop on top for his hat. Use small cloves for Santa's eyes and nose. Use a piece of red gum drop or a cranberry for his mouth. Santa's arms and legs are marshmallows and red gum drops placed on the tooth picks in the apple. Place his legs and feet in front so that he is sitting comfortably. Use cotton to make hair and beard.

Paper Plate Santa

Paper plate is used for the face. Red construction paper for the hat. Curl and paste white paper or cotton on for the beard.

Triangle Santa

Triangles make this Santa, two red and one white, slashed around the edges. Paste on boots, belt, hands, and draw facial features on white triangle.

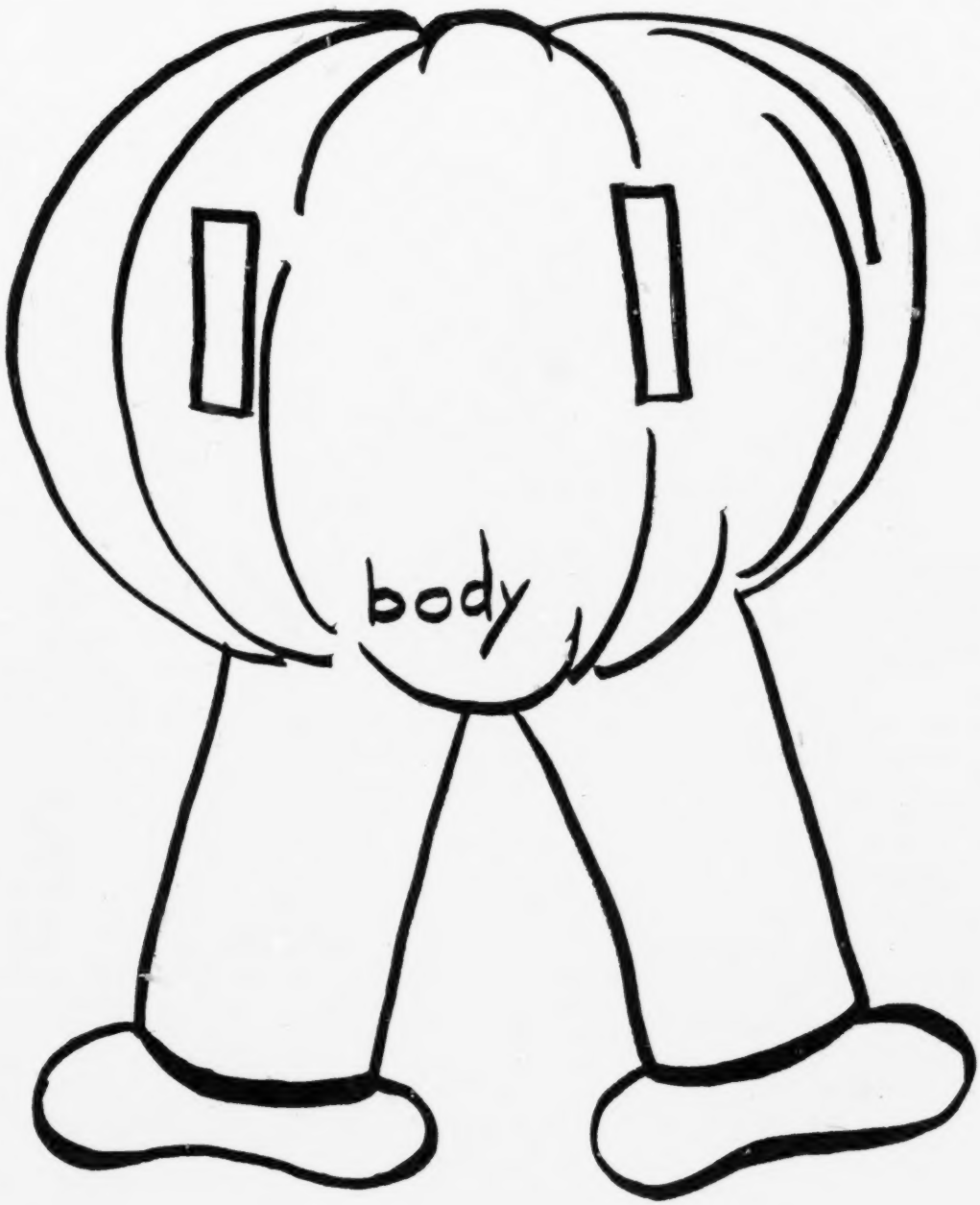
Circle Santa

A fat round Santa. White, round slashed face. Add facial features, black boots, belt and buckle.

Pumpkin Man

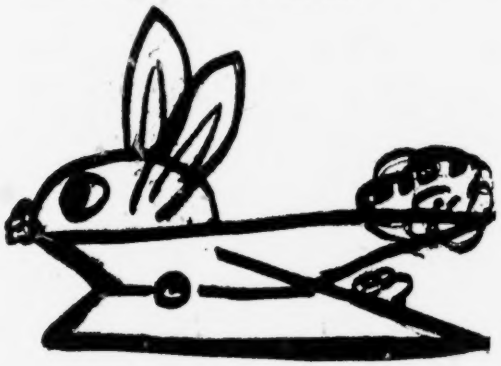
Pumpkin men are outlined and colored. Cut out and put together with brads for a moveable funny pumpkin man.

Pumpkin Man - pattern



Paper Plate Baskets

Fold colored paper plates in half. A rabbit is made with 3 cotton balls - one for the head, one for the body and one for tail and feet (cut in thirds). Paste or glue the balls in the center of the plate. Ears are white paper with pink inside. Eyes, nose, and flowers can be drawn or painted on the plate. Add a handle. A ribbon can be added to a rabbit's neck and grass to the basket for a festive touch.



Bunny Paper Clip

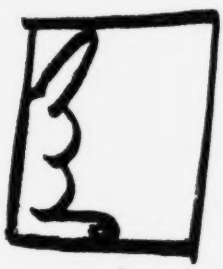
Glue ½ ping-pong ball to the front end of the clothespin. Make two eyes and a nose with a marker or small pieces of cotton. Color and draw ears. Make a cotton tail and glue on end of the pin - opposite the ping-pong ball.

Salt Box Rabbit

Materials:

a salt or oatmeal box	paste
construction paper	scissors

Cover the box with construction paper. Then cut fringed color from construction paper. Fringe can be curled with scissors or pencil. (Not needed with small children). Paste collar in place. Cut ears, facial features and bow from paper and paste in place.

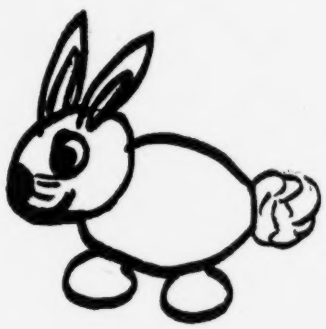


Wallpaper Bunny

Fold the wallpaper in half. Cut out the shape of the bunny. Unfold the wallpaper and add the cotton to make the bunny's tail.

Cotton Easter Bunny

Have children cut out circles of various sizes (one large for the body, smaller for the head, small ones for the tail and feet.) Also cut two large ears for the bunny. Paste in place. A button may be glued for the eye. (For older children, cotton may be glued all over the bunny's body.)



Hats

Fancy Hat Veil

Cut bottom from bag for the hat. Cut a piece of net from orange or grapefruit bag for the veil. Paste to the hat. Cut paper flower; affix to long green pipe cleaner stem; fasten to top (center) of hat. See the sketch. Color the hat imaginatively and gaily.

Milady's Chapeau

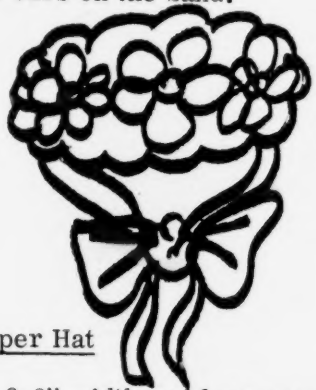
Fancy hats can be made from ovals cut from large paper. Oval can be cut out of the center (5" circle). Paper flowers and ribbon can be added for trim.

Tobaggan Cap

Cut out bottom of paper bag that fits down on child's head. Twist top of cap to a peak and paste to hold. Rubber band may be used. Tassel may be added - roll up a ball of tissue paper and glue in place. Paint or crayon cap red and decorate it imaginatively, fancifully.

Bunny Hat

Cut two ears and a band for child's head. Decorate and paste ears on the band.



Paper Plate Hats

Decorate a paper plate. Add ribbon for the ties. Elastic band may be used (Halloween mask-elastic).

Crepe Paper Hat

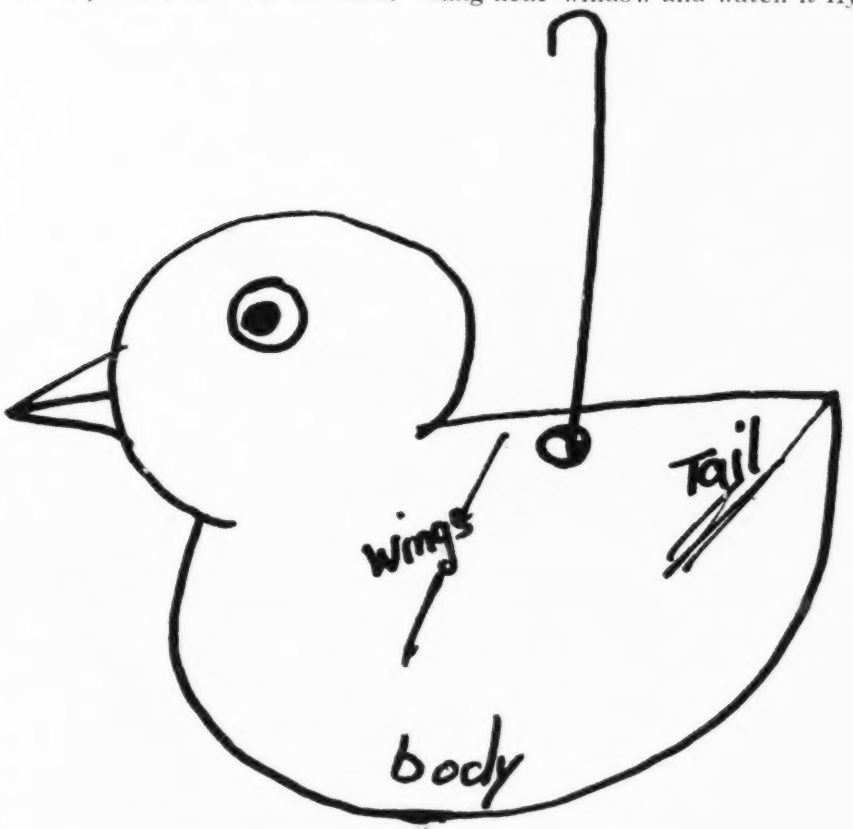
Cut strip 6-8" width and long enough to fit around a child's head. Twist at the top and glue cotton ball on top for the tassel. Makes a good nightcap. Caps can be stapled together.

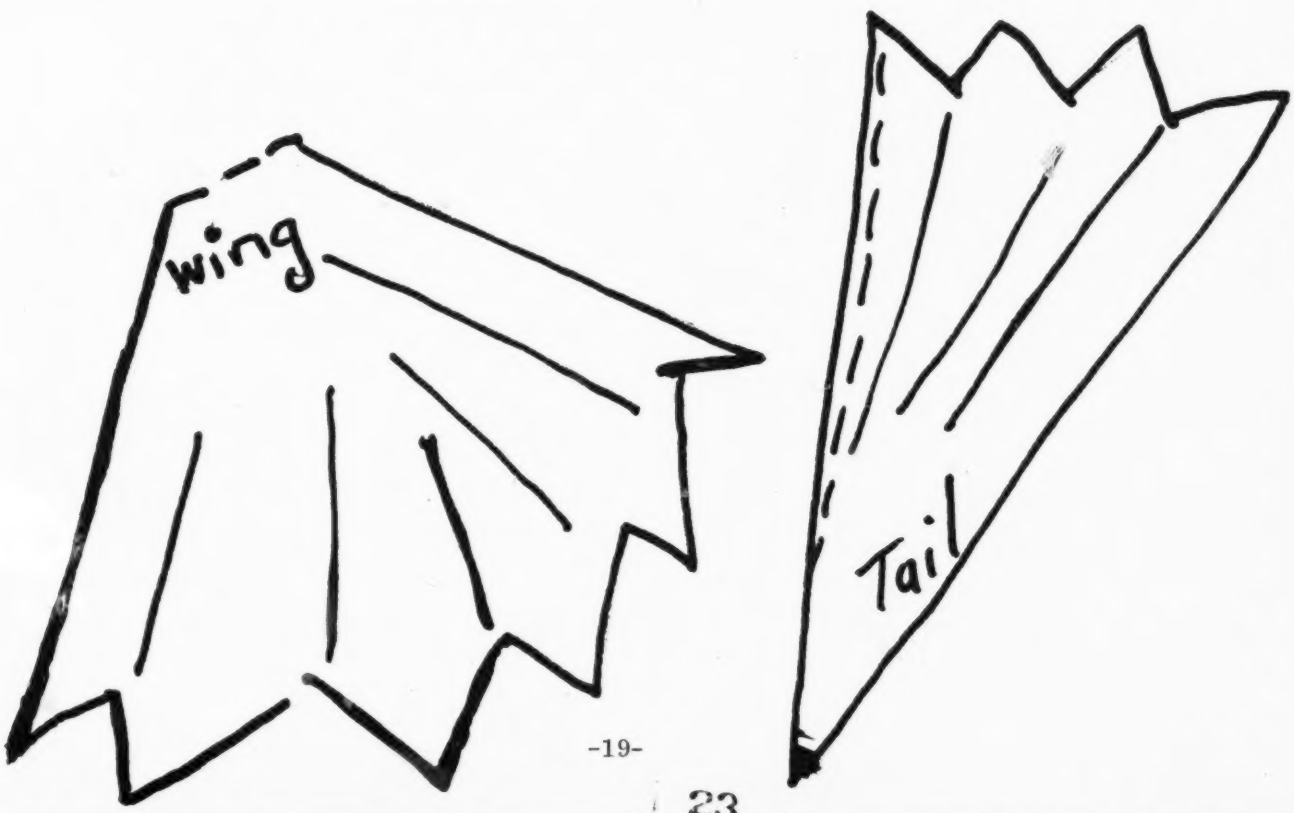
Lollipop Easter Favors

Tape a rabbit face over a lollipop. Add a bow, if desired. Lollipop can be used as a favor by sticking in a gum drop.

Flying Birds

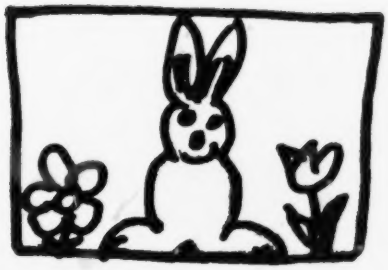
Draw, color and cut out bird. Hang near window and watch it fly.

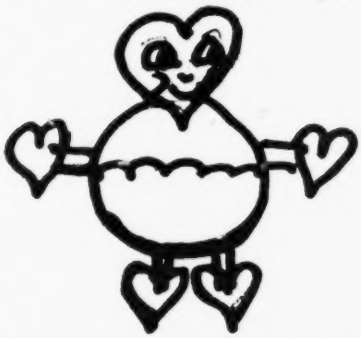




Fabric Bunny and Flowers

Bunnies and flowers can be cut from fabric scraps. Rickrack, buttons, and yarn can be added to trim. Straws may be pasted on picture for the whishers.



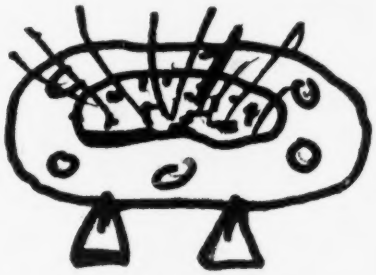


Valentine Holder

Use one full size paper plate, and $\frac{1}{2}$ paper plate, join together. Decorate with red paper hearts.

Potato Plant

Hollow out middle of potato and add soil and grass seeds. Feet are golf tees. A good addition to the science table.

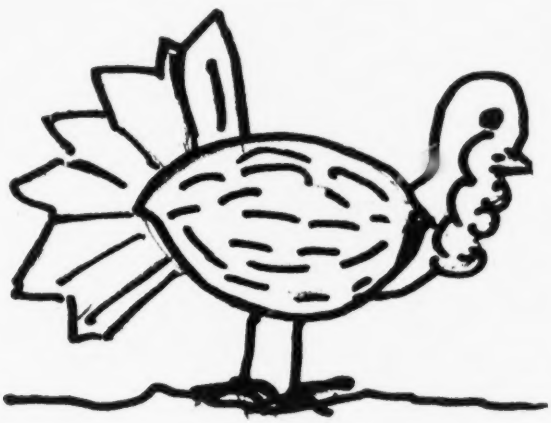


Turkey

Child can draw around hand to make a turkey on the paper. Then decorate, adding feathers and other features.

Turkey - 2 (see following page for sketch)

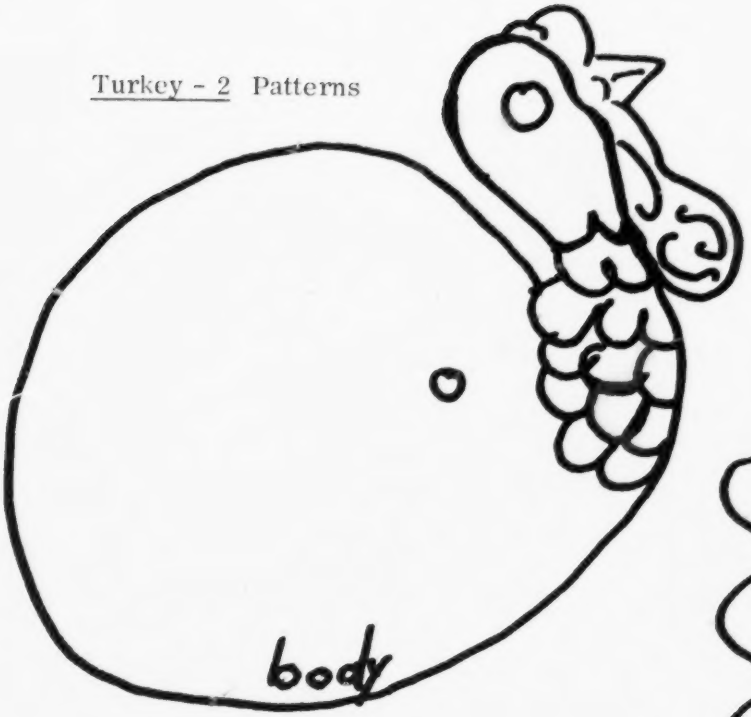
Color both pieces. Make a slit on the heavy line down on the turkey's body. (Not necessary). Punch a hole in the body and the head and join with a paper fastener (brad).

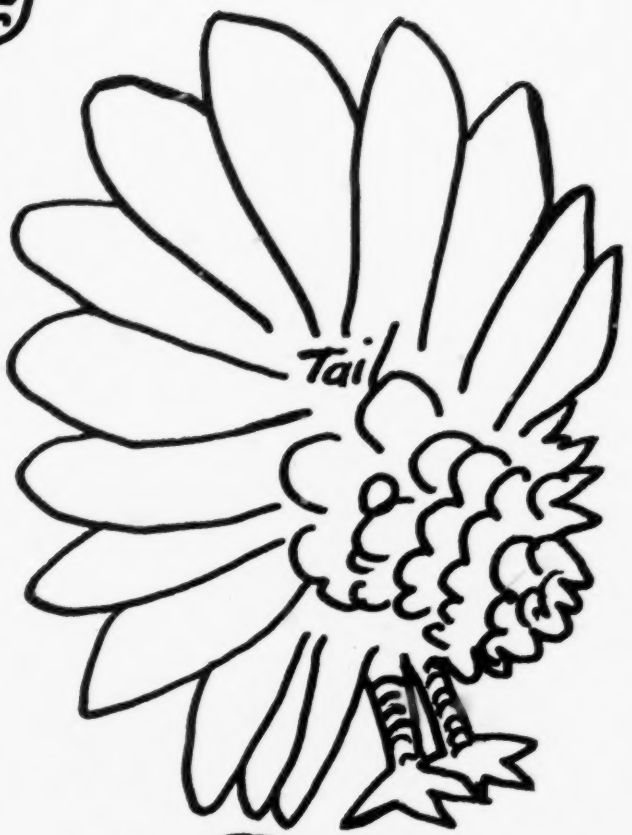


Turkey - 3 Walnut

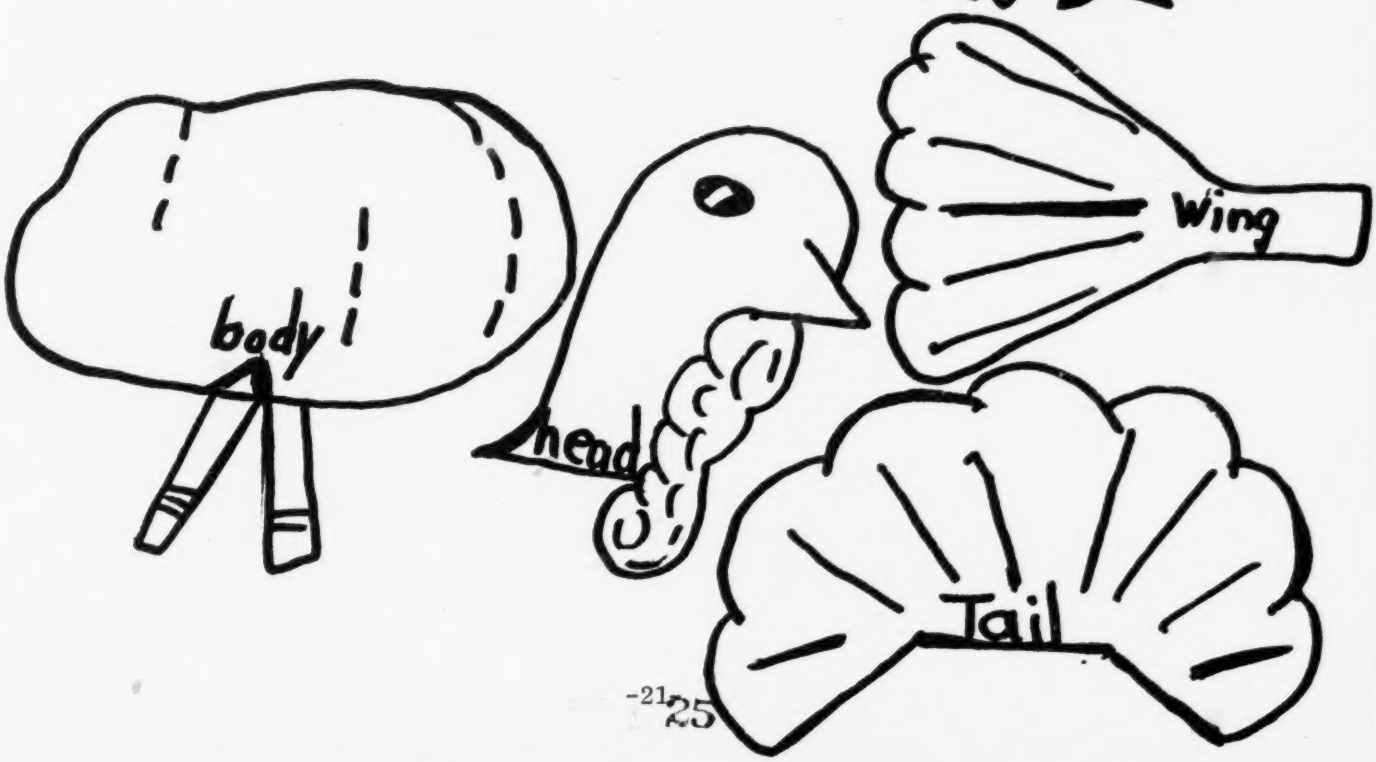
Split walnut shell in half. Cut out turkey head and tail (children may draw or pattern may be used). Paste turkey and walnut shell to paper.

Turkey - 2 Patterns





Potato Turkey



Mother's Day Gift

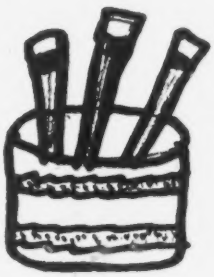
Cover a can with pupil decorated or commercially trimmed paper or cloth. Add 3 jar bottle tops for feet. Can be pencil holder or container for real plant.

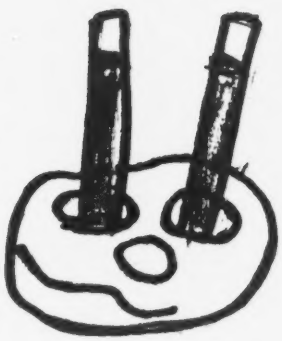
Bottle Paperweight

A perennial favorite, contains marbles, moth cyrstals (or ½ moth ball-crushed) and water. When shaken, it snows. The lid can be painted or sprayed and glitter added.

Pencil Can Holder

Put liquid soap in tempera paint. Paint small juice or soup can. Sprinkle on glitter. Buttons may be glued on for decoration.



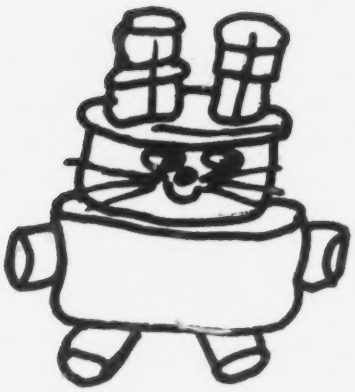


Pencil Holder

Make a ball from clay or sawdust. Allow to dry and paint. Glitter may be added, if desired.

Match Scratcher or Note Holder

A large rooster can be cut and colored with bright colors. A spot in the center is for notes or sandpaper. See sketch.



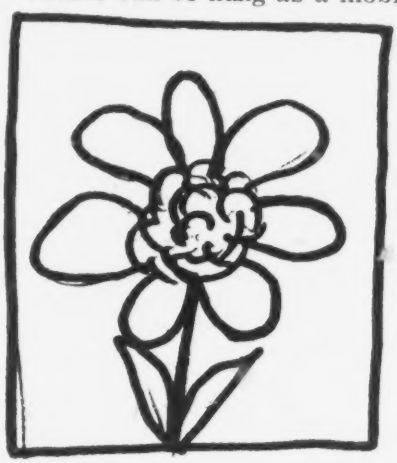
Marshmallow Bunny

Seven small marshmallows and two large marshmallows, together with toothpicks to form the head and body. Use two small marshmallows for each ear and one for each upper paw, and one for the tail. Add cloves for eyes and toothpicks for whiskers.

Casper the Ghost

Cotton balls or crushed tissue (or lollipop)
Facial tissues
Thread or yarn
Felt pen (paint runs too much)

Form ball of cotton. Drape facial tissue over cotton. Tie white thread or yarn (ribbon can be used) around neck. Mack face with pen. Ghosts can be hung as a mobile.

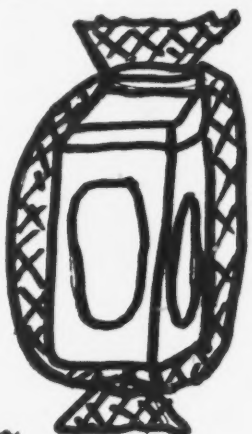


Fluffy Flower Card

Fold chenille stem pipe-cleaners for petals - glue circle over petals. Tape or glue turkey feathers, if desired, (yellow) to center-fold petals forward to add 3 D effect. Flower pot is cut from construction paper and can be decorated or trimmed.

Tulips

Cut individual egg cups. Scallop sides of cups. Make stems with pipe-cleaners. Fill cottage cheese box with sand, gravel, soil and cover the top of carton with foil.



Bug Cage

Use $\frac{1}{2}$ gallon milk carton and 1 nylon stocking. Cut hole on each side. Slip stocking over carton and tie bottom and top of stocking.

Gifts

A Vase For Flowers

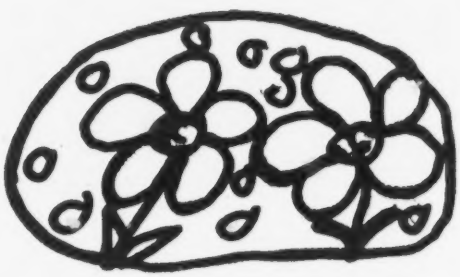
Cut off the top of large plastic bottle. Glue on cut pieces of newspaper, magazine, or tissue craft paper. Shellac or varnish. Allow to dry.

Beads of Clay

Use clay that hardens when dried. Roll small pieces of clay into balls or desired shapes. While clay is still moist, take a round toothpick and carefully make a hole through the center of each bead. Remove the toothpick and let the clay dry. When beads are dry, paint them with poster paint. For a permanent finish, spray the beads with a clear plastic spray after the paint is dry. Use strong button thread or thin elastic to string the beads.

A Pomander for Mother

Insert cloves in orange. Place together as close as possible. Place orange on net square, bring corners together and tie ribbon around to hold net tight. For hanger, tie another ribbon around top of net to make a loop.



Stone Paperweights

Find a smooth stone about the size of your fist. Wash the stone thoroughly and dry. Paint a design on the stone. Stone can be sprayed with lacquer or shellac.

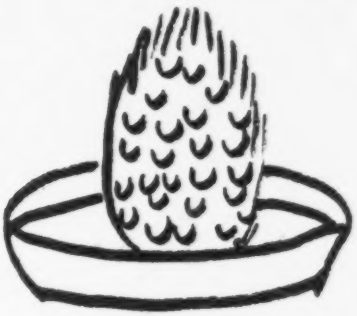
Winter Greenery

Carrot Plant

You will need a large piece of carrot and string or wire. Cut off the pointed top of the carrot where it measures about one inch across. With an apple corer or a paring knife, hollow out this end of the carrot. (This will be the top of the hanging basket.) Make a handle from the wire or string. Hang the basket in a sunny window. Keep the hollow part filled with water. After a week, it will grow in a fern-like manner. Shoots will begin to curve around the basket.

Sweet Potato Plant

A sweet potato will produce a pretty vine if properly cared for. Choose a long potato that is large at one end. Slip the smaller end into the neck of a jar that has been filled with water. Green shoots will begin to sprout from the potato's eyes. These shoots will grow into a lovely climbing vine.



Grass Pine Cone

Break enough petals off of the pine cone to enable the cone to stand upright in a flat surface. Sprinkle blue-grass or other lawn grass on the cone. Add water and keep the dish in a sunny window. As blades of grass begin to grow, you may trim them with scissors to any shape desired.

Orange and Grapefruit Plants

Save orange and grapefruit seeds. Plant them in a flower pot. Set the pot in a sunny window. Keep the soil watered. A pretty china bowl or dish makes an attractive planter.

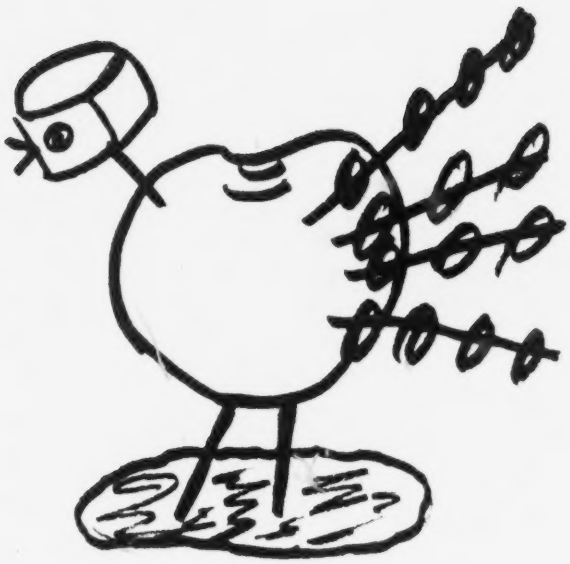
These plants need little care; yet they will be lovely all winter, if watered regularly.

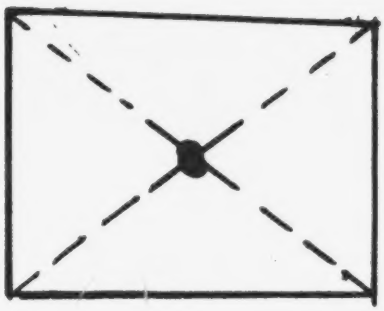
Spy Glasses

Staple two empty toilet paper rolls. Punch holes for string. Decorate rolls with wallpaper or finger paint paper.

Turkey

Use marshmallow, apple and raisins. Use toothpicks to put raisins in the apple for the tail feathers. Can be used as a favor or gift. Clay at the base will hold the turkey up.



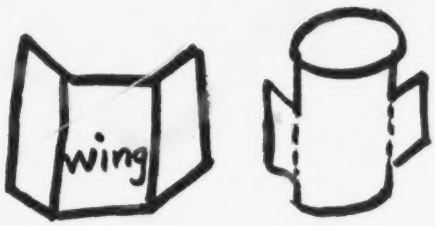


Pin Wheels

Use 8" square paper. Fold diagonally from top right corner to the bottom left hand corner. Now fold the paper in half again. Open the paper and cut on each fold a little more than half way down to the center. Gather up every other point on a pin and prick it through the center to fasten the pin wheel to a stick. Use a pencil or a clothespin.

Rocket Ship

Paste paper into a cylinder with slits in the sides - slide wings through the cylinder.



Heart-Shaped Mailboxes

Draw and cut two hearts (fold paper in half). Insert one heart into the other heart. Edges can be pasted or taped. Add handle and decorate as desired.

Easy Witch

Fold a rectangular piece of black paper in half lengthwise and cut from one corner to the other. Add hat brim and facial features.

EQUIPMENT AND MATERIALS

Preschool children need a continuing flow of equipment and materials. They have to acquaint themselves with so much of living that the school should be thought of as a laboratory of living. In this laboratory the children should have a chance to experiment with the important facets of living. Preference is given to equipment that will aid development in areas not otherwise provided for and to enjoyment suitable to the age level of the children.

The equipment and supplies could be divided into the following areas:

INDOOR BLOCKBUILDING

Blocks of many different sizes and shapes, including some large, hollow blocks.

FLOOR PLAY MATERIALS

Small cars, trucks, cranes, airplanes, farm animals, small figures of people.

DRAMATIC PLAY

Full length mirror, dress up clothes, men's and women's shoes, pocketbooks, jewelry, hats, badges, play money, doctor's bag, egg cartons, oatmeal boxes, tin cans for store play, cash register.

HOUSEHOLD PLAY

Rubber dolls, doll clothes, chest for doll clothes, doll bed and bed clothes, furniture for household play: wooden stove, cupboard for dishes, sink, small table and chairs, kitchenware, rocking chair, housekeeping equipment; broom, mop, dustpan, iron and ironing board, telephone, doll house and furniture.

TABLE ACTIVITIES

Small blocks with colors or patterns, puzzles, other manipulative toys, nests of cubes, large beads to string, interlocking blocks, matching games, sorting games, collection of objects, color cones, peg boards, counting frames.

ART ACTIVITIES

Easels paints of all colors, brushes, aprons or smocks, paper cutter, chalk, crayons, felt pens, marking pencils, paste, blunt scissors, sheets of plain paper, newsprint, colored paper, fingerpaint and paper, materials for collages, clay and miscellaneous supplies such as cans and jars.

WATER PLAY

Containers for water such as plastic pool or metal tub, small pitchers, watering cans, bowls, measuring cups and spoons, plastic bottles, funnels, strainers, egg beaters, lengths of hose, brushes, soap and soap flakes.

MUSIC

Piano, record player and records, instruments such as drums, tom-toms, sleighbells, bells, triangles, tambourines, cymbals, shakers, rhythm sticks, balls, hoops, scarves.

WOODWORK (Optional)

Low workbench, vise, tools such as hammers, saws, drill, assorted nails with large heads, soft wood scraps, sandpaper and miscellaneous items such as buttons, washers, corks, wire, nuts, hooks and eyes, spools, bottle caps.

SCIENCE AND SPECIAL PROJECTS

Magnifying glass, magnets, balance scale, measuring cups in sets, "junk" like an old clock, pipe fittings, locks, dry cell batteries, pulleys and gears, animals, fish and plants.

LITERATURE

Storybooks, sturdy hard-covered picture books, pictures, photographs, puppets, flannel board, catalogs of mail-order houses.

AUDIO VISUAL AIDS

Tape recorder and tapes, slide projector and slides, movie projector and screen, stripfilm projector.

OUTDOOR

Tricycles, sandbox, jungle gym, horizontal ladders, rubber balls, jumping ropes.

MOTOR PERCEPTION

Balance beam, walking board, parquetry blocks and designs.

GENERAL ITEMS AND FURNITURE

Chairs, low tables, low room dividers, lockers for hanging clothes, shelves for general storage, large wall clock, bulletin boards, racks or shelves for books, toilets, sink, mirror, soap and towel dispenser are recommended. Adequate storage space for materials is important.

Equipment and supplies should stimulate the child's curiosity, interest, resourcefulness, imagination, initiative and creativity. It should develop muscles, coordination, freedom of movement and manual skills. It should help develop techniques in reading and language skills. It should promote growth toward independence, exploration, group activity and social relationships.

The equipment must be safe, non-inflammable, smooth edged, correct size, appropriate for the age level, easily cleaned, durable, strong and nonpoisonous. Also a point to consider is price of material and how many children will be able to use it.

A child's learning experience is richest when the environment around him responds to his needs and all equipment and supplies should be purchased with this thought in mind.

FIELD TRIPS

Learning takes place in many locations other than the classroom. The alert teacher is aware of the community resources and includes them in planning a rich and varied program.

Trips are fun. Through trips, a child learns to hear, see, feel, taste, and smell. He has first hand experience which will help him gain an understanding of his world.

Trips are of special value in certain areas of cognitive development such as language, concept development, and perceptual ability. By stimulating discussion and comments, asking and answering questions, by supplying the correct name for objects and places observed, the teacher helps the child enlarge his vocabulary.

Preparation for trips can be made through stories, pictures and films. The materials may be used before and/or after the trip. Books can be of value in extending the learnings supplied by the related trips. Picture charts on behavior and follow-up of trips are helpful.

Trips must be well planned. It is advisable for the teacher to visit the area herself, or necessary information may be compiled through a telephone call to the trip site. A field trip request form must be filled out well in advance of the trip and sent to the project coordinator.

Walks and excursions will be valuable and lead to enriching experiences for the children. During the first months of school, walks through the school and the neighborhood can be made meaningful. Significant trips include:

Library
Bakery
Neighborhood Police or Fire Station
Barber Shop
Beauty Shop
Laundramat
Market or Grocery Store
Craft Shop
Drug Store
Pet Shop
Recreational Parks
Construction Sites

Excursions outside the neighborhood should be taken by each center during the year.

Teachers will find that trips will be more enjoyable and meaningful if the following basic procedures are followed:

Traveling time - not to exceed 30 minutes each way.
Duration of visit - generally not much more than 60 minutes.
Both children and adults should wear some type of identification.
Rest, food, and toilet facilities should be available.
An adult is assigned responsibility for a specific group of children.
Half day trips - 9:15 - 11:15 A. M.
12:30 - 2:30 P. M.
All day trips - 9:30 - 2:00

When planning field trips, it is advisable to include provisions for emergencies. A good kit should include:

Band-aids
Safety pins
Cold wash cloth in Baggie (wet)
Box containing first-aid equipment (first-aid kit)
Plastic bags (in case a child feels ill)
Tissues
Newspapers

Suggested trips:

In School

Visit the office, machines, library, furnace room, etc. in the school building.
Visit the principal and his office to develop a pleasant attitude towards adults in charge of the school.
Visit rooms of the school nurse and other special people who help us every day.
Visit the lunchroom, auditorium, and gymnasium, also special classrooms.

Outside the School

Take a walk around the building and note the different doors, windows, flowers, walks.
Identify and sight-read traffic signs, note cross-walks.
Note and learn uses of the local police, fire boxes and telephones.

Neighborhood

Parks
Police and fire stations
Supermarket
Local Barber and Beauty Shops, also other shops
Public Library
Post Office
Construction sites
Home of a classmate - for a short visit - note safety to and from school

Bus Trips

A Zoo
Fairyland Forest
Eastwood Mall
Circus
Farm
Mall Pet Shop
McDonald's, Red Barn
Elm Road Green House
Fire Station
Super Market
School Farm
Packard Park
Elevator ride in tall building

Community Helpers Come to the School

Fireman and truck
Policeman and police car
Bus Driver and bus
Mailman and mail truck
Musicians
Representative of Animal Protective League
Dentist
Doctor

A note of thanks to those in charge of the place visited is always thoughtful and courteous. When working with pre-schoolers this is usually a joint effort of the children and teacher. An evaluation form must be sent to the project coordinator within ten days after trip.

Parents should share in field trips. They may be contacted by one of the following methods. Choose the one most effective for your group:

Written notes
Telephone calls
Personal contact
Parent meetings

Parents should learn why the activities of field trips are planned and carried out and how much incidental learning is accomplished on field trips. It is suggested that at least one parent accompany every 5 children on a field trip. It is advisable to have a pre-trip orientation period with parents so that responsibilities of parents and the safety of the children are clearly defined and understood.

Preparation of the children for field trips in general should begin as soon as school starts by showing them how to walk together with a partner, how to go up and down stairs, how to listen, how to follow the leader, how to observe good safety habits. A good place to start is with walks ("trips") around the building. If children have much practice with the "mechanics" of travel, they will get much more out of the field trips.

HEALTH SERVICES

Improving the physical health of the child and correcting physical handicaps are among the main goals of the Head Start Health Program. This unique aspect of the program, the incorporation of health services with pre-school education in a single Head Start Center, is an essential part of the curriculum. The teacher is able to introduce the nurse, doctor and dentist within the classroom situation. The roles of the nurse, doctor and dentist are interpreted and the children are prepared for the various medical and dental experiences. Rapport is established with the children and confidence in the medical and dental team is developed. Examinations are conducted to uncover problems and the follow up of these problems by the nurse follows.

The Head Start Health Program provides the following care for the children throughout the year.

MEDICAL

Individual physical examination by doctor with follow-up by nurse.

Series of seven immunizations (3 DPT, 2 polio, small pox, 9 day measles, 3 day measles) administered by health departments involved).

Visual screening to include screening for Amblyopia

Auditory screening

Growth measurements (weight and height)

Heath test (T.B. skin test)

Urinalysis

DENTAL

Individual dental examinations with follow-up by nurse with parents and appropriate dentist for treatment.

SUPPORTIVE SERVICES

An essential aspect of the Head Start Program are the supportive services of the medical, dental, speech, psychological, social work, and parent education services provided for by the funding agency. Professionals from the above services and the educational staff represent the "team", and its role is to individualize the needs of the children and their families. At no other time in a child's school life are so many professionals able to focus strongly on the problems which children bring to school.

HEAD START NURSE

Responsible for the guidance, promotion and application of the health program.
Sets up the examinations, immunizations, and screenings.
Refers health problems that are uncovered to the necessary specialists for treatment.
Administers emergency treatment when needed.

PSYCHOLOGIST

Conducts pre and post sample testing for program evaluation.
Assists in evaluation and study of atypical children through in-depth child study.
Serves as consultant to teachers.
Serves as speaker or consultant for parent meetings.

HOME-SCHOOL COORDINATOR

Works in close cooperation with Head Start nurse, teacher and social worker-aide.
Assists in areas of attendance, health and home oriented problems.

SOCIAL WORKER AIDE

Serves as liason among staff, project coordinator, and home-school coordinator and is under the supervision of the home-school coordinator.
Conducts follow-up contact and liason with parents to obtain medical and dental treatment for children.
Sets up parent meetings, notifies participants and sets up refreshments for same.

PARENT ACTIVITIES COORDINATOR (Volunteer)

Has the desire and ability to work with parents who come from low income families.
Has a sensitivity to the needs and feelings of low income families.
Is responsible to the Project Coordinator and conducts duties assigned by coordinator.
Helps organize and conduct Parent Meetings at individual centers and determined parental interest for meeting topics.
Helps arrange for speakers and resource personnel as needed to conduct Parent Meetings.

VOLUNTEER COORDINATOR (Volunteer)

Must have a strong interest in working with people and have the ability to relate to both inner-city and suburban individuals and groups.
Is responsible for the recruitment of volunteers as well as their placement, pre-service and in-service training.

Serve as a "Community Interpreter" of Head Start activities throughout the area which requires considerable public speaking and related activity.
Act as liason with the church, community and other groups that may be a source for volunteers and local funds.

NUTRITIONAL SERVICES

Hot lunches and snacks are served at Head Start centers daily. They meet the daily minimal nutritional standards and are prepared at the Central Kitchen of Warren City Schools or at the school that houses Head Start classes.

PARENT INVOLVEMENT

The most important and vital concern of the Head Start Program is the child. Behind the child stands the parent, who must be considered the second most important and vital concern of the Head Start Program.

Since the child's development and success is profoundly influenced by the home environment and the parents, it would follow that parents must be drawn into the Head Start Program if the aims and the goals of the program are to be fully realized. A true partnership needs to be developed between parent and teacher, if there is to be educational advancement for the child.

Research shows that although the value of such an educational partnership is understood in the abstract, and fulfilled in rare cases, its large scale achievement has not been realized. The truth is that parents and teachers have generally not been comfortable or successful when attempting to work together. Parents sometimes approach school with hostility, suspicion or resentment-attitudes that may have been engendered by previous negative experiences of their own with schools or other institutions. The teacher, in turn, is anxious about the situation from her own point of view. Will the parents accept her? Will parents understand the aims and goals of what she is trying to do for the children?

It follows that close communication between parents and teachers is essential if these obstructions to the educational process are to be eliminated. Mutual exploration of basic educational goals and techniques is the key to breaking down the traditional barriers between school and home and establishing successful cooperation in the educational advancement of the children.

There are several fundamental problems that require solutions. What kind of parent program would be most helpful in overcoming feelings of mistrust and suspicion that too often exist between parents and teachers? What kind of program would break through the APPARENT apathy on the part of some parents to their children's schooling, as manifested by lack of response to teacher's notes, failure to visit the school and by low attendance rates at Parent Meetings? In working toward a solution, it must be realized that most parents, despite apparent apathy, <u>are</u> vitally concerned with their children and their education, but feel that they have no ability to affect the academic outcome. Thus it is essential to reach parents, not only to explain what the school is trying to do but also to provide the knowledge which parents must have, if they are to provide educational support for the work of the program. The key to successful cooperation between parents and teachers is the willingness on the part of each group to accept the sincere interests, good intentions and competence of the other.

SUGGESTED MEANS OF DRAWING PARENTS INTO ACTIVE PARTICIPATION IN THE HEAD START PROGRAM

HOME VISIT BY TEACHER AND EDUCATIONAL AIDE

Home visits by the teacher and educational aide should come early in the school program. It is here that the teacher may encounter (but only occasionally) hostility or embarrassment on the part of the parent. The teacher must understand that parents seldom see a child's teacher in the home unless the child is in trouble. This may be a new experience for the parent to have <u>two</u> persons from the school call at the home and the parent may be quite uneasy wondering "What had Bobby done NOW!" The teacher can be well prepared for this encounter by having at hand <u>positive</u> comments concerning the child. (Note: If a teacher will look long enough and hard enough she can find positive good in <u>every</u> child in

her care.) Having established with the parent that the teacher finds "Bobby" an achieving child (no matter in what area or at what level, the parent will relax a bit and it should be smooth sailings from there on.)

SUGGESTIONS FOR TEACHERS AND EDUCATIONAL AIDES
FOR THE FIRST HOME VISIT

Share your enthusiasm for this child with the parent.
Share your enthusiasm for the Head Start Program with the parent.
Let the parent know that she will be welcomed and is needed at the Head Start Center.
Keep the visit friendly, light, pleasant and interesting to the parent.
LISTEN!

TELEPHONE CALLS to parents who have phones is an excellent means of sustaining parent interest and involvement, especially if a call is made when the child is achieving, not just when he has problems.

NOTES SENT HOME with the children are excellent means of communication IF the note gets home. It is advisable, those first weeks, to pin the notes to dresses and shirts until such time as the children can be trained to the responsibility of delivering, with pride, notes from teacher to parents.

An aid to teaching the child to accept the responsibility of getting notes home is to send to parents positive, short notes praising real effort on the part of the child. Examples:

_____ is a good listener. He heard the water boiling.	_____ is a good thinker. She thought about what we needed for our trip.
_____ walked nicely in line. He was careful during the Fire Drill.	_____ is a good helper. She helped her friend put the blocks away.

In making the taking of a note home a rewarding personal experience to the child he will soon develop the responsibility of getting all notes home.

PARENT MEETINGS when thoughtfully planned and carefully developed can be the strongest means of drawing parents into active participation in the Head Start Program.

The first meeting of Parents will set the tenor for the rest of the year. If parents are made to feel welcome, respected and wanted at this meeting, if their interests are explored and honored, they will become energetically involved in the program.

It would be well to structure the first meeting as a "get acquainted" time, during which ideas and interests of parents may be learned with the view of planning future meetings. This is also the place for teacher's enthusiastic explanation of the aims and goals of the Head Start Program.

It would also add to the value of the goal of parent involvement if the parents could spend some time in the classroom to see their children in action at this meeting. While it is expected that each parent group will plan their own programs for their meetings, here are some suggestions for meetings:

"Buzz" groups on a specific topic.
Discussion of immediate problems.
Recipe exchanges.
Slides and pictures of parents and children.
Field trips for parents.

Participation of parents in field trips for children.
Showing commercial films of interest.
Assisting in creating instructional materials for classroom and home play.
Workshops - using materials children use.

THE ROLE AND FUNCTION OF EDUCATIONAL AIDE

The role and function of the Educational Aide is to see to the safety and welfare of the children, assist in the individualization of instruction and attend to various housekeeping duties.

For detailed description of the role and function of the Educational Aide, see the "Head Start-Kindergarten Educational Aide Handbook". 1971, Warren City Schools, Warren, Ohio, Office of Federal Programs.

RECORDS

Careful observation of the children will be made by the classroom instructional staff. Data will be collected through observation, testing and pupil records for each child enrolled in the program. The following records will be kept:

INDIVIDUAL CHILD EVALUATION SHEET

This record is the Head Start teacher's report of a child's progress in Head Start and is placed in the child's permanent record folder. To help guide the Kindergarten teacher's presentation of the educational program, it rates the children as average, above average or below average. It rates the child's academic progress, attitude of child to school and group, and behavior traits. Space is provided for Head Start teacher comments. Days due and days absent are recorded. (See Appendix I)

FEDERAL PROGRAMS RECORD CARD

This is the child's permanent record; on it are recorded school progress and special services rendered to a child during his school enrollment. This information is confidential and should be so used. To gain a more complete picture of the child this record includes:

Family history.
Test scores both individual and group of intelligence achievement, and psychological tests.
Immunization record and other medical data or comments.
Referrals to community agencies such as Children Services Board, Public Welfare, Family Service Association, Mental Health Center, Juvenile Court, Halsey Taylor Rehabilitation Center.
Entry and withdrawal record that shows school entered and date of leaving, date admitted and school entered from.
Summary of programs and services. (See Appendix II)

HEAD START TEACHER CHECKLIST FOR INITIAL SCREENING OF CHILDREN TO BE ASSIGNED TO THE TITLE I PROGRAM

Warren City Schools have supplemental federal and state programs on the kindergarten through third grade levels. Children are assigned to these programs on the basis of educational need. The Head Start teacher begins the selection of children for these programs by the use of a checklist covering the areas of Personal and Social Readiness, Language and/or Reading Readiness, Intellectual Readiness, and Perceptual and Motor Readiness. When a child is found to be dificient in the above areas, he is recommended by the Head Start teacher for the Title I Program. (See Appendix III)

EMERGENCY RECORD CARD

The emergency card is filled out by the parent or guardian and includes home address and phone number, an alternate phone number, place of employment and phone number of parent, name of hospital, doctor's name and phone number, and whether the parent wants emergency treatment given before they can be reached. This form is to be used when an emergency arises and the parents cannot be reached. It should be kept in the teacher's room. (See Appendix IV)

HEALTH CARD

The health card is used to record all medical information throughout the child's school

enrollment. These are kept in the nurse's file and contain findings of physical conditions and medical problems, physical examinations, dental examinations, height and weight, immunization, uranalysis, auditory test and visual screening. This card is the responsibility of the nurse. (See Appendix IV)

ATTENDANCE RECORD SEMI-ANNUAL AND ANNUAL

The attendance record is filled out each day to keep an accurate account of the daily absence and tardiness of each student. The totals of each child are recorded on the individual child evaluation sheet at the end of the school year. Attendance Reports are prepared annually and semi-annually from the daily attendance records by the teacher. (See Appendix V)

INVENTORY

The inventory sheet shows the equipment and supplies that belong to the classroom. The new equipment and supplies will be listed, worn out and consumed equipment taken off. All classroom equipment and project equipment are subject to inventory during the program. (See Appendix VI)

MONTHLY VOLUNTEER RECORD

The volunteer record is to be signed by each person volunteering and shows the number of hours volunteered each month by parents and other interested people. An accurate report must be kept. (See Appendix VII)

ACCIDENT REPORT FORM

This report is to be filled in by the teacher who was in charge when the accident occurred. Accident reports are to be filled out when the teacher feels it is necessary to call the school nurse concerning the accident. (See Appendix VIII)

FIELD TRIP REQUEST AND EVALUATION FORMS

The Request Form is filled out by the teacher telling location of trip, date of trip, teacher in charge, number of children going, other adults going, time of departure and return, number of miles, approximate cost of trip, and the educational purpose of trip. It is sent to the Head Start Coordinator. (See Appendix IX)

THE EVALUATION FORM contains the same information as the request form but also lists pre and post trip activities and whether or not the trip would be recommended to others. It is sent to the Head Start Coordinator within 10 days after the trip. (See Appendix X)

SICK LEAVE FORM

This form is filled out when employee returns from an absence. It states reasons for and time of absence. (See Appendix XI)

PERSONAL LEAVE FORM

This form is to be filled out by the teacher requesting personal leave before the day or days needed. Listed on the form is the reason for leave, dates and time of leave. It is sent to the superintendent's office for approval or rejection. (See Appendix XII)

PROGRAM EVALUATION

Evaluation implies a judgment of values. The value of the pre-school program can be determined by the extent that the objectives have been met. The degree to which this has been accomplished will be determined by a pre and post test procedure: M_1 T M_2 (M = measurement, T = treatment). While this basic design does not account for many external variables, it does provide the basic growth data necessary for evaluation purposes.

A. DATA COLLECTION.

A locally devised registration form is used to determine eligibility. Children who come from low income or ADC families will be selected. Family incomes must approximate federal poverty level guidelines (Exhibit #1 and #2).

Standardized test instruments will be administered to a 15% random sample on a pre and post test basis. The major purpose of the sampling is not necessarily to establish intellectual levels of functioning, but to provide information that will assist teachers in the selection of appropriate developmental activities.

B. OBJECTIVES AND INSTRUMENTS.

1. Social Behavior and General

   a. A locally devised teacher observation sheet will be used to provide a subjective estimate of growth in these areas (Exhibit #3).

2. Language Growth

   a. Peabody Picture Vocabulary Test, Forms A and B. This test provides an estimate of growth in verbal concepts and can be converted to mental age equivalents.

   b. Illinois Test of Psycholinguistic Ability
      - Visual Decoding subtest - language comprehension
      - Visual Encoding subtest - idea expression ability

3. Health Factors

   A summary report of the health screening and follow-up treatment will be made by the nurse and medical personnel to quantify services rendered (Exhibit #4).

C. UTILIZATION FACTORS.

All test scores will be tabulated by the psychologists. They will be treated statistically for the group means of the pre and post results. Conclusions may be drawn from the results regarding the growth that has taken place.

Follow-up studies will be conducted as the children progress through the grades.

INTER-STAFF RELATIONS

The Head Start Program is greatly enhanced by a staff that works smoothly and harmoniously together for the benefit and betterment of the children.

Each member of a successful staff has certain ethical and social responsibilities.

In the area of ethical responsibilities each staff member must keep confidential all information concerning the individual child and the child's family; be capable of resolving differences of opinion in an adult manner; have an intense loyalty to the children, other staff members, and to the program in general.

In the area of social responsibilities each staff member should be able to interpret the Head Start Program to the public; establish and maintain friendly relationships with parents, and other staff members; focus full attention and devotion on the single most important factor of the Head Start Program, THE CHILD.

VOLUNTEERS

Volunteers are useful and necessary to the enrichment of the Head Start program. Whatever age, volunteers bring individual capacities for human relationships. Volunteers should be able to offer a warm, loving, "caring" type of relationship to a child.

Volunteer personnel, drawn from the whole community, can bring a wide variety of skills and talents to Head Start Center. These persons should be interested in working with young children and should be friendly, stable, pleasant, and responsible individuals.

A desirable characteristic which all volunteers should develop is a sensitivity to the values of different cultural patterns of behavior. Volunteers from divergent backgrounds can enrich the experiences offered all participants and can help them to better understand habits different from their own.

Volunteers will take part in a planned group or individual orientation program conducted by the Volunteer Coordinator or Head Start Coordinator. This orientation will better increase their understanding of the purposes of the pre-school program and how they can best assist.

Some aims of the volunteer program are as follows:

Help teachers provide a program through which children can achieve their maximum growth.
Free the teacher from non-teaching chores to allow her more time to work with individuals and small groups of children.
Help the child improve his self-image by listening to him, talking to him, and sharing his interests.
Provide assistance for activities that require more than one adult.
Help the children to feel secure with adults, as well as other children, to extend and enrich their understanding, to broaden their intellectual horizons, and to develop feelings of confidence and adequacy.
Provide additional adult help during the lunch period.

The teacher's understanding of the role of the volunteer and her ability to use the volunteer to meet the needs of the children will enrich the quality of the educational program.

To accomplish the above, the following list of areas of assistance may be helpful:

Tell or read stories.
Help weigh and measure children.
Help at parent and other meetings.
Assist with recruitment and registration of children.
Assist on planned excursions into the larger community.
Give assistance in activities with individual children.
Help with bulletin boards -- cutting, mounting.
Help take the children to the bathroom.
Help dress children who need assistance; boots, etc.
Prepare visual aids -- make posters, models.
Help with rhythmical activities - skipping, hopping, marching.
Sew smocks for children - for painting, etc.
Share any special talents with children.
Help with general house-keeping duties.
Share a collection of interest with children, as shells, animals.

Volunteers who are able to work on a regular basis are required to have a chest x-ray.

A "Volunteer's Guide" is available to teachers and Volunteers of the Head Start Program, Warren City Schools, Warren, Ohio.

Warren City Schools
Warren, Ohio
Office of Federal Programs

Appendix I

INDIVIDUAL CHILD EVALUATION HEAD START 19__ __ PROGRAM

Child's Name_____

Teacher's Name_____ School District_____

Trait	Above Average	Average	Below Average
Behavior			
Can listen to and follow stories that are read.			
Is learning to share toys, etc.			
Is developing social skills.			
Is developing the ability to care for self.			
Attitude			
Listens to and follows directions.			
Has dveloped a positive attitude toward school.			
Is learning to accept criticism and disappointments.			
Assumes responsibility for the care of his own materials.			
Positive attitude toward himself.			
Academic			
Counts tactually to 5.			
Can recognize gross differences in size and shape.			
Can recognize gross differences in sounds.			
Can manipulate and express himself with crayons, paint, etc.			
Is learning to express himself in a group situation.			

Comments _____

_____

_____

Days due_____
Days absent_____

(Please complete in duplicate. Place one copy in the child's folder. Forward the carbon copy to the Office of Federal Programs - Warren City Schools.)

WARREN CITY SCHOOLS, WARREN, OHIO
OFFICE OF FEDERAL PROGRAMS

Appendix II

FIGURE 8

STATE AND FEDERAL PROGRAMS RECORD CARD - WARREN CITY SCHOOLS

Last Name_____ 1st Name_____ Middle In. ____ Sex ___ B. D._____ Birth Place_____ Public Housing ___ ___

Father's Name_____ 1st Name_____ Middle In. ____ Living___ Sep. ___ Div. ___ Employed By_____ Welfare ___ ___

Mother's Name_____ 1st Name_____ Middle In. ____ Living___ Sep. ___ Div. ___ Employed By_____ Welfare ___ ___

Guardian's Name_____ 1st Name_____ Middle In. ___ Number of Brothers _____ _____ Number of Sisters _____ _____

Older Younger Older Younger

Address_____ Telephone No._____ Student Number_____

ACADEMIC AND SPECIAL SERVICES RENDERED

C. A.	0-3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Adult
Prog.																			
Serv.																			
Prog.																			
Serv.																			
Prog.																			
Serv.																			
Prog.																			
Serv.																			
Prog.																			
Serv.																			

STATE AND FEDERAL PROGRAM CODE

A. Parent-Infant Center
B. Day Care Center
C. Head Start
D. Ktgn. W. Aide
E. Pre-1st Grade
F. Summer - Remedial
G. Summer - Enrichment
H. R. R. & R.
I. Tutoring
J. Adult Basic Ed.
K. Voc. Career Orient.
L. Educational Reading Aide

Place the Program Code LETTER and Service Code NUMBER AND LETTER in the Appropriate C. A. Column.

More Than One Service May Be Received Under One Program.

CODE FOR TYPE OF SERVICE RECEIVED

1. Correct. Reading
2. Psychol.
   (A.) Academic (B.) Behavior (E.) Exclusion
   (F) Family Prob. (P.) Phys. Prob.
   (PC) Parent Conf. (S.) Spec. Cl.
3. Speech & Hearing
   (H.) Hearing Screening (S) Speech Screening
   (ST.) Sp. Therapy (R.) Referral to Agency
   (PC) Parent Conf.
4. Matls. Center Usage for that year
5. Home-Sch. Coord.
   (A) Acad. (B) Behavior (F) Fam. Prob.
   (P) Phys. Prob. (R) Referral
   (PC) Parent Conference
   (AT) Attentive
6. Health Services
   (D) Dental Exam. (I.) Immuniz.
   (P.) Phys. Exam. (PC.) Parent Conf.
   (V.) Visual Exam. (T.) Treatment
   (TP) Phys. (TD) Dental (TV) Visual
7. Field Trips - (FT)
8. Voca. Couns. Prog.
9. Breakfast Program
10. Word Analysis Educational Aide

ENTRY AND WITHDRAWAL RECORD

Date Admitted	Entered From	School Entered	Date of Leaving

IMMUNIZATION RECORD

Type	Date	Date	Date
Smallpox			
DPT			
Polio			
9 Day Measles			
3 Day Measles			
TB Heath Test			

Other Medical Data or Comments _____

TEST DATA

INDIVIDUAL

Data	C.A.	Gr.	Test	Results

GROUP

Date	C.A.	Gr.	Subtest	Form	Results

REFERRALS TO COMMUNITY AGENCIES

Agency	Date	Person Referring
Children Services Board		
Public Welfare		
Family Service Assoc.		
Mental Health Center		
Juvenile Court		
Probation Officer		
Human Society		
Halsey Taylor Rehab.		
B. V. R.		
Other		

Appendix III

Head Start Teacher Checklist For Initial Screening
Of Children To Be Assigned To The Title I Program

School_____ Teacher_____

Child's Name_____ Birthdate_____

This checklist is to serve as a gross screening measure for the initial student recommendation to the Title I Program. Please indicate with a check if the child needs improvement in an area. Please complete and return to the Head Start Coordinator by _____.

PERSONAL AND SOCIAL READINESS

_____1. Does he have a good self-image?
_____2. Does he appear to be emotionally stable?
_____3. Does he participate in group activities?
_____4. Does he complete a task?
_____5. Does he follow directions?
_____6. Does he seem physically fit?

LANGUAGE AND/OR READING READINESS

_____1. Does he interpret a picture?
_____2. Does he listen to a story and react with apparent comprehension?
_____3. Does he show an interest in books?
_____4. Does he appear to have an average speaking vocabulary?

INTELLECTUAL READINESS

_____1. Does he show signs of increased attention span?
_____2. Does he recognize colors?
_____3. Does he recognize shapes?
_____4. Does he understand and use numbers up to 5?

PERCEPTUAL AND MOTOR READINESS

_____1. Does he recognize gross differences in sizes and shapes?
_____2. Does he have good motor control over large muscles?
_____3. Does he have good motor control over small muscles?
(i.e. cutting with scissors, etc.)

TEST DATA (Binet or WISC)

Test_____ Date_____ Score_____

Would you recommend this child for the Title I Program? Yes____ No____

Comments:_____

NOTIFICATION CARD FOR EMERGENCY

(To be kept in School Health Clinic)

Student ..... Grade ..... Home Room .....

Any Special Health Problems? .....

Parents ..... Phone .....

Home Address ..... Neighbor's Phone .....

Father's Employer ..... Plant ..... Dept. ..... Phone .....

Mother's Employer ..... Plant ..... Dept. ..... Phone .....

Alternate person to notify ..... Phone .....

Doctor to notify ..... Phone .....

Alternate Doctor ..... Phone .....

Hospital preferred ..... Phone .....

I hereby voluntarily consent to emergency treatment and first-aid, screening examinations, and minor treatment as may be deemed necessary by the school physician or school nurses. When unable to contact parent or personal physician, I hereby give permission to the school physician to authorize treatment needed (at local hospitals), until parent and/or personal physician can be notified.

Yes ..... No .....

Date signed ..... Parent's Signature .....

Please Keep School Nurse Informed of any changes in Telephone or Address

Form No. 223—'66

FORM 42-R—1970

PUPIL PERSONNEL SERVICES — HEALTH DEPARTMENT

WARREN CITY SCHOOLS
Warren, Ohio

Health Record of ..... Address .....

Date of Birth ..... Sex ..... Parent or Guardian ..... Phone .....

Date	School	Height	Weight	Vision: Without Glasses R	Vision: Without Glasses L	Vision: With Glasses R	Vision: With Glasses L	Eye Strain	Teeth	Tonsils	Nasal Obstruction	Ears	Defects	Skin and Scalp	General Appearance	Date Parents Consulted	Treatment Advised	Results

DISEASE DATE

- Asthma
- Chicken Pox
- 3 Day Measles
- 9 Day Measles
- Mumps
- Whooping Cough
- Hepatitis
- Pneumonia
- Polio
- Strep Throat
- Scarlet Fever
- Rheumatic Fever
- Other

TONSILS
1—Slight
2—Enlarged

TEETH
Dental Rx at Once
Dental Rx Soon
Dental Rx Every 6 Mo.

EARS
1—Discharge
2—Earache
3—Hard of hearing

SKIN & SCALP
1—Pediculosis
2—Tinea Capitis
3—Impetigo
4—Ringworm of Skin
5—Scabies
6—Eczema

DEFECTS
1—Speech
2—Cardiac
3—Glandular
4—Orthopedic
5—Nervous

GENERAL APPEARANCE
1—Good
2—Fair
3—Poor

TREATMENT ADVISED
1—Medical
2—Surgical
3—Dental
4—Ocular

TAGS: WHITE— *Title I* RED— *Physical Defect* GREEN— *Incomplete Immunization*

Warren City Schools
Warren, Ohio
Office of Federal Programs

Appendix V

HEAD START ATTENDANCE REPORT

Head Start Center_____ Teacher_____

	Boys	Girls	Total
1. Total number of pupils enrolled to date 2. Pupils withdrawn: a. By transfer to other Head Start Classes b. Moved out of the school district c. Withdrawn because of illness d. Other (Please specify) 3. Present enrollment			
4. Aggregate days of attendance 5. Total number of days of absence 6. Total days due 7. Per cent of attendance (coordinator only) 8. Average daily membership (coordinator only)			

Number of days school was in session _____.

Check appropriate period:

	Days in Session
_____ 1st semester	_____
_____ 2nd semester	_____
_____ Annual	_____

Check funding source: O.C.D. class_____ Title I class_____

Warren City Schools
Warren, Ohio
Office of Federal Programs

Appendix VI

INFORMAL INVENTORY RECORDS

Educational Equipment		Summer Programs	1969-70	1970-71	1971-72
BOOKS					
PUZZLES					
SETS					
RECORDS					
EDUCATIONAL SUPPLIES					
HEALTH SUPPLIES					

Warren City Schools
Warren, Ohio
Office of Federal Programs
1971-72 Program Year

Appendix VII

HEAD START VOLUNTEER RECORD FORM

Head Start Center_____ Teacher_____

Month and Year_____

Date	Volunteer's Signature and Address	Number of Hours Volunteered	Nature of Work Performed

STANDARD STUDENT ACCIDENT REPORT FORM

WARREN CITY SCHOOLS Appendix VIII

1. Name: _____ Home Address: _____
2. School: _____ Sex: M ☐; F ☐. Age: _____ Grade or classification: _____
3. Time accident occurred: Hour _____ A.M. _____ P.M. Date: _____

PART A. - To be filled out by person reporting accident

Athletic field _____	Dressing Room _____	Pool _____	Stairs _____
Auditorium _____	Gymnasium _____	School grounds _____	Toilets and
Cafeteria _____	Home Economics _____	_____ shop _____	washrooms _____
Classroom _____	Laboratories _____	Showers _____	Other (specify) _____
Corridor _____	Locker _____		

DESCRIPTION OF THE ACCIDENT

5. How did accident happen? What was the student doing? Where was student? List specifically unsafe conditions existing. Specify any tool, machine or equipment involved.

_____

_____

_____

_____

6. Witness 1. Name _____
7. Teacher in charge when accident occurred (Enter name): _____
   Present at scene of accident: No: _____ Yes: _____

PART B. - To be filled out by one administering first aid

8. **PART OF BODY INJURED**

Abdomen _____	Eye _____	Leg _____
Ankle _____	Face _____	Mouth _____
Arm _____	Finger _____	Nose _____
Back _____	Foot _____	Scalp _____
Chest _____	Hand _____	Tooth _____
Ear _____	Head _____	Wrist _____
Elbow _____	Knee _____	

Other (specify) _____

9. **NATURE OF INJURY**

Abrasion _____	Concussion _____	Poisoning _____
Amputation _____	Dislocation _____	Puncture _____
Asphyxiation _____	Fracture _____	Scratches _____
Bite _____	Laceration _____	Shock _____
Bruise _____	Nosebleed _____	Sprain _____
Burn _____		

Other (specify) _____

10. Degree of Injury: Death ☐ Permanent Impairment ☐ Temporary Disability ☐ Nondisabling ☐

11. **IMMEDIATE ACTION TAKEN**

First-aid treatment _____	Sent to physician _____
Sent to school nurse _____	Sent to hospital _____
Sent home _____	

Physician's Name: _____

Name of hospital _____

12. **FIRST AID GIVEN**

Cleansed with Tr. Green Soap _____	Bandages _____
Merthiolate _____	Ice bag _____
Vaseline _____	Other (explain) _____
Band aid _____	

Other (explain) _____

13. Was a parent or other individual notified? No: _____ Yes: _____
    Name of individual notified, if not parent: _____
14. Witnesses. 1. _____
    2. _____

Signed: Principal _____

Form PPS-7—Rev. 1966 (PRINCIPAL'S COPY)

Warren City Schools
Warren, Ohio
Office of Federal Programs

Appendix IX

Project_____ Date_____

PRINCIPAL'S NOTE - Please send three (3) copies to the Federal Programs office at least ten (10) days prior to the date of the trip. One copy will be returned to you upon approval. Please have each teacher complete a FIELD TRIP EVALUATION and send to the Federal Programs Office by 10 days after the completion of the field trip.

REQUEST FOR EDUCATIONAL FIELD TRIP

School_____ Date of trip_____

Teacher or Teachers Responsible:

_____ _____

_____ _____

Class or Grade_____ Number of children going_____

Others going (Parents, etc.)_____

_____

Educational Purpose of trip_____

_____

_____

_____

Time of departure from school_____ Time of return to school_____

Number of miles (one way)_____ Approximate cost of trip_____

School bus_____ Chartered bus_____

Destination_____

_____
Principal

Warren City Schools
Warren, Ohio
Office of Federal Programs

Appendix X

Federal Program_____ Date_____

PRINCIPAL'S NOTE - Each teacher involved will complete an evaluation form. Evaluations are to be returned to the Federal Programs office by 10 days after the trip.

FIELD TRIP EVALUATION FORM

School_____ Date of Trip_____

Teacher_____ Grade_____ No. of Children_____

Time of Departure from School_____ Time of Return to School_____

Destination of Trip_____

Educational purpose of trip_____

_____

List the important pre-trip activities_____

_____

_____

List some highlights of the trip_____

_____

List the important post-trip activities_____

_____

_____

Specifically how do you feel this trip added to the improvement in the language arts program for these children?_____

_____

Would you recommend this trip for others?_____ if not, why?_____

_____

Other Comments:_____

_____(Use back if necessary)

Appendix XI

Warren City School District
Board of Education

STATEMENT FOR USE OF SICK LEAVE

Employee's Name_____ Date_____
Please Print

School Assigned_____ No. of Days Requested_____

* * * *

PERSONAL LEAVE REQUEST

WARREN CITY SCHOOLS

WARREN, OHIO

Appendix XII

Name .....

Position .....

School .....

Number of personal leave days requested .....

Dates: From ..... to .....

Reason: (Please use space provided below)

Number of previous leave days used during this school year .....

Number of personal leave days used during the last school year .....

.....
(Employee)

.....
(Principal or Supervisor)

.....
(Date)

Approved .....

Not Approved .....

.....
(Superintendent of Schools)

THIS COPY FOR THE SUPERINTENDENT'S OFFICE

Form 282

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